Opening Slide – Welcome to CML's Professional Development presentation for Change Management.

Slide 2

For book and newspaper lovers everywhere, the Amazon Kindle (and its competitors) now provide newspapers, magazines and books through cyberspace, providing instant access to literally millions of volumes and articles on any subject imaginable. We can start to visualize what this means through a recent New Yorker cartoon (New Yorker 2010) that showed passengers on a plane about to land, viewing their e-readers. The announcement comes: "In preparation for landing, please turn off your books!" Imagine that! Imagine library shelves being…empty. Or shelves in your home only containing bric-a-brac…or of schools with…no walls. Or of students with…no backpacks.

Our world is changing in profound ways, and the age of Guttenberg is rapidly passing. It's time for a new set of 3 R's: to Re-examine, Re-value and Re-imagine what ingredients each school day offers. Media literacy is no longer at the periphery, it is at the core of education today.

Slide 3

   To understand the full measure of what these changes mean, we must first recognize that society tends to value what is scarce and to devalue that which is plentiful, and so when we look at some of the changes that technology has wrought, we see that today, access to information is plentiful; we literally have the world at our fingertips. But in the online world, face-to-face interaction – the kind of interaction that helps children navigate their world through the guidance of adults – is scarce.

    Schools today are organized according to an outdated value – that access to information is scarce – and the systems within schools reflect this outdated understanding. Citizens today need to be equipped for the world they must navigate every day, online and offline, and schools must offer a new approach to learning that is interactive and empowering. The time has come for media literacy education to be a standard school offering.

Slide 4

Since information drives participation in the online global village, citizens today must be prepared to be efficient managers of information, wise consumers, responsible producers, and active and effective participants in today's global culture. These are the qualities of media literate citizens!

Learning to use information in problem solving, learning to both deconstruct and construct multi-media messages, and learning to represent themselves effectively are all key ingredients for life today, and given the wealth of available information, people have greater opportunities for education to improve their lives.

Slide 5

Since content is infinitely available now; schools must shift their focus from primarily focusing on content knowledge to helping students gain the skills to efficiently and effectively process content. These process skills include being able to access, analyze, evaluate, and create multi-media, as well as to participate interactively using technology tools. These skills provide the support and context for making every-day choices; they are the key skills of media literacy. Although content knowledge continues to be important, process skills are the central tools through which to contextualize, acquire and apply content knowledge. Embedding the teaching of process skills into the education system takes new understanding, new modeling and ongoing, high-level commitment. But to be an engaged citizen in today's world, this combination of process skills and fundamental content knowledge is foundational.

Slide 6

The tools that technology now provides enable connection and collaboration on a world-wide basis. Schools, in the past, were typically isolated learning centers where students were protected from outside interference so that they could better concentrate on acquiring the content knowledge that they presumably came to learn. This type of approach was also reflected in public libraries, where "temples" of books and publications were available, and quiet absorption of content knowledge was encouraged. These approaches and images no longer apply. Today, the classroom walls are coming down and teaching and learning are becoming interactive engagements where real-world learning is valued. Technology provides access to the best teachers in the world, and courses on a myriad of topics are available online. The application of process skills and content knowledge that such outreach provides a sound basis for habits of lifelong learning.

When it comes to technology, teachers already know that students often have excellent skills. Middle school students reported that outside of school, they use technology regularly to communicate and create.

Slide 7

This emphasis on integrating education with community and individual needs is reflected in the Whole Child initiative begun by ASCD* in 2006. ASCD has designed a compact and programs to reinforce that compact. These components recognize that children's needs are universal and go beyond a traditional emphasis on imparting content knowledge. The compact recognizes the context in which children are growing up today.

*ASCD is an educational leadership organization in the United States.

Slide 8

Just as schools are challenged to serve the whole child, they are challenged to re-think assumptions about child development that stem from early work done by Jean Piaget in the 1950's. New brain research has revealed that though children are less efficient reasoners than adults (because they are worse at inhibiting irrelevant information and more easily misled in their logic by interfering variables such as contextual variables), they essentially think and reason in the same ways as adults from early in childhood.

These new findings call for a fundamental re-examination of how we teach and how children learn, of how empowered children can be self-directed learners, of how children might participate more fully in society to contribute in ways that utilize their capacity and that recognize that all paths are not linear. Media literacy education lends itself well to this new way of looking at how children learn, because media literacy does not have to be taught in a sequential way; instead, it is best taught through applying a conceptual framework through practical applications that are often collaborative in nature.

Slide 9

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Slide 10

However, the use of technology in schools is quite different. High schools students report a much more static use of technology, with little interactivity. Whereas – outside of school – middle schools students were doing mashups and online gaming (which is often highly social and interactive), high school students reported that for school work, they were merely doing writing assignments, taking tests online, using online textbooks or creating slideshows, videos and web pages (classic one-way communication). Definitely, instruction strategies and technology infrastructures found at schools are in inhibiting students who are capable of far more social uses of media. As media literacy becomes core to learning, students will be able to use a wider range of their skills.

Slide 11

Children can be trusted to speak, but they are not often asked. Students reported four essential elements for their vision of education:

1. Social-based learning.

2. Untethered learning.

3. Digitally rich learning.

4. In a change from traditional education, the process of creation is as important and sometimes more important than the end result of the activity in a digitally rich learning environment.

What students want is highly aligned with how recent brain research and child development theory supports on how children   learn best. What students want is the type of education that media literacy provides.

Slide 12

Although many experiments are in process, the type of learning opportunities that students are asking for are not available on a systemic basis – mainly because education systems are still rooted in the old value system, and change is slow to come. As a result, the need for change is urgent, with both broad and deep systemic changes called for. With a history of many education fads sweeping the country, it's understandable that educators are slow to embrace change. But this time, with the tsunami of change that the internet has introduced, and the impact that the wide availability of information has had, the education system is losing its relevancy, as attested to by a stunning high school dropout rate of 30% average nationally (Christian Science Monitor 2009). But teachers alone cannot do the job: assessment and accountability, governance and finance systems are impacted, and the way that resources are allocated needs to be realigned to reflect the new values that education must align with. If media literacy is core, then systems must support the core.

Slide 13

School technology directors are scrambling to respond to new demands, with five major trends:

1. States continue to focus investments on student-centric, research-based, technology rich learning environments that advance state and federal goals.

2. For the seventh year in a row, states reported offering a wide range of professional development.

3. Investments are increasing the capacity of educators to access, analyze and use data effectively.

4. Core academic areas continue to be a focus.

5. Web 2.0, interactive technologies and broadband, onine learning, use of open and digital content, and web-based professional communities of practice continue to be emphasized.

Technology is no longer a periphery, it is central to providing the core media literacy approach needed.

Slide 14

Teachers are responding to the demand for increased use of digital media in their classrooms. In a 2010 survey, 76% of K-12 educators reported using digital media in their classrooms, with 80% of those teachers frequent or regular users. The survey did not report on how "digital media" is defined, and so the prevalence of social networking, cell phone usage or other media is unknown. But clearly, teachers are making strides, but still not enough to meet demand by students.

Slide 15

Teachers need support in managing the glut of information prevalent in schools and in investing time wisely. With a shift to digital information, the role of the media librarian is more important than ever, with the media librarian becoming the chief information officer of a school. Librarians today do:

1. Consulting on resources and technology for instruction.

2. Developing access to high quality resources that are on-target for instruction; they insure that such access is in legal compliance; and they share resources with other users and communities of practice.

3. Locating, acquiring, disseminating and tracking information resources of many types. These tasks involve managerial expertise equivalent to that required of corporate information center managers, who manage budgets and selects new materials for purchase or access.

4. Encouraging active user participation, whereas in the past, gathering information in a one-way process was the norm.

5. Teaching. The library media teacher is often a codesigner of instruction and assessment with classroom and specialist teachers.

Slide 16

With major demands being placed on a school's information systems, principals need different support systems than they have had for managing content. As teachers and students become freer to create and share their curriculum, learning and projects through vehicles such as virtual learning platforms, there will be an increased need for managing intellectual property and insuring that it is properly protected, stored and shared.

It is the principal's responsibility to insure consistency of execution and to evaluate results, insuring that media literacy is at the core rather than the periphery. It is especially important for principals to educate parents about changes in the content and processes of the school. Although parents often welcome new opportunities for their children, they, too, must understand the need for change and the reasons for change.

Slide 17

As visions for 21st century education emerge and are tested, a number of ingredients for success are being identified that support media education:

• Research-based frameworks are being proposed and implemented to help sort through information efficiently and to organize the handling of information. Media literacy provides a metaframe or a shortcut to meeting these demands.

• Cognitive complexity (and critical thinking) is being emphasized more in the content of schoolwork.

• New approaches to testing and assessment encompass a wider range of options than standardized tests.

• Disciplines such as media literacy provide a foundation for teaching and learning information process skills, providing a methodology for critical thinking and more curricular integration.

• By engaging in an ongoing cycle of learning and assessment, teachers and students gain the information they need to continually improve and apply their knowledge. These interactive skills are supported through media education.

• As students operate seamlessly between the online and offline worlds, they need new citizenship skills.

• An emphasis on educating the whole child provides opportunities to break down walls between schools and communities.

• Global communications are all the more important in the lives of students today.

Explorations of each of these ingredients follow.

Slide 18

Given the magnitude of change that schools are currently facing, new frameworks for learning systems have emerged in recent years. These frameworks emphasize learning skills needed and systems requirements, often focusing on ways in which the convergence of media, technology and education has affected learning content and the systems that support learning: core subjects, process skills and contextual considerations (such as health, global competency, etc.)

Organizations who have published such frameworks include the Partnership for 21st Century Skills (P21), EnGauge Framework (Metiri/NCREL), American Association of Colleges and Universities, ICT Skills (International Society for Technology in Education), DeSeCo (Organization for Economic Cooperation and Development) and ICT Literacy (Educational Testing Service) (Dede 2009). The most prominent of these frameworks is that of the Partnership for 21st Century Skills (of which ASCD is a member). Both process skills (media literacy) and content knowledge are emphasized in these frameworks.

Slide 19

The Partnership for 21st Century Skills offers a comprehensive framework that reflects the new demands for education. P21 also provides self-assessment guides (called "Mileguides") that enable schools to review their internal systems and determine how compliant they are with new systems needs. This is a very comprehensive approach which requires a top-to-bottom reorganization, requiring time and resources to effect.

Slide 20

Educators and employers alike see the ability to think critically as the "holy grail" for students to gain as they move through the education system. In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom's approach has gained wide currency in education circles and in the 1990's a new group of cognitive psychologists, revised the original Bloom's Taxonomy.

The changes made utilize verbs rather than nouns to describe various skills, reflecting that these skills represent active processes, not something that is already "done" or static. Though the graphic representation of skills in Bloom's Taxonomy is a pyramid, applying a linear progress with "creating" at the apex of the triangle, it is important to note that utilizing these skills may not be a linear or sequential process at all. As one

is creating, one is also remembering, analyzing, understand, evaluating and applying new ideas. But importantly, the cognitive complexity of these skills represents the various ingredients needed for critical thinking and media literacy, and just as the use of verbs indicates, action and practice are required so that students are actively using their skills and mental powers.

Slide 21

As the saying goes, what gets measured gets taught. The present system for standardized testing in the U.S. is as much driven by technology and cost as every other system in schools today, with multiple choice tests focused primarily on content knowledge being easiest to administer and score and less expensive to deliver. Media literacy is a peripheral skills in this type of testing, not a core skill. But new values and new approaches to what is taught demand new assessments and evaluations such as:

The National Assessment of Educational Progress (NAEP) test for 2014 will include an assessment for Technology and Engineering Literacy. The Health Education Assessment Project (HEAP), a program sponsored by the Council for Chief State School Officers (CCSSO), has revised its assessment bank of questions to increase the cognitive complexity of items by incorporating questions that reflect Bloom's Taxonomy. Another innovative effort sponsored by CCSSO and funded by the Gates Foundation is EdSteps, which is experimenting with an assessment methodology that relies on exemplars of student work that are scaled on the basis of expert and peer judgments. The Programme for International Student Assessment (PISA), sponsored by the Organisation for Economic Co-operation and Development (OECD) administers international tests every three years for 15-year-old students representing 90% of the world economy. PISA is focusing on the capacity of students to extrapolate from what they have learned and to analyze and reason as they pose, solve and interpret problems in a variety of situations.

The Assessment Training Institute, led by Rick Stiggins, has long advocated for and designed systems for student-involved assessments for learning. And finally, though standardized tests with multiple choice answers are still the norm, there is a rich variety of classroom assessment tools that go "beyond the bubble:" portfolio analysis, rubrics and tools for analyzing media creations and communications. As technology improves for assessing student work, more variety and more appropriate solutions will continue to emerge.

Slide 22

Teachers have long been called upon to teach critical thinking, but the question is "HOW?" Media literacy provides a core solution, because media literacy rests on a process of inquiry that results in critical inquiry of multi-media texts. This inquiry applies to both deconstruction of texts (analysis) as well as to textual construction (media production), since these processes are essentially two sides of the same coin.

This methodology provides a metaframe that provides an easy entry point for teachers and students to engage in critical thinking and collaborative learning, since media production so often requires production teams. In that sense, media literacy is a "short-cut" to addressing the various skillsets called for in the Partnership for 21st Century Skill's overall framework. Media literacy fosters habits of mind that help students gain an internalized filtering system through which they are better equipped to make individual choices. Since media literacy extends to every subject area, it provides a curricular integration tool and a new way to teach and to learn. Although media literacy can be treated as a new subject, ultimately it offers a method that can be applied to *all* subjects. In that sense, the media literacy process is a constant that can be applied to infinitely variable content.

Slide 23

Media literacy began at the grassroots as parents, educators and concerned citizens concluded that if media was to play a pivotal role as children's teacher, children would need a way to filter through the messages. Media literacy is formally defined as the ability to access, analyze, evaluate, create and participate with media in all its forms. The goal of media literacy is to make wise choices possible. Media literacy has grown globally and has some common characteristics:

First, media literacy helps individuals understand their lifelong relationship with media and the power they have in the relationship.

Second, the focus of media literacy is on process rather than content. This involves exploring questions that arise when one engages critically with a mediated message and it involves posing problems that involve higher-order thinking skills.

Third, media literacy applies to all forms of text – visual, aural or verbal – not just printed text. Reading and writing skills are seen in a broad context, where choreography is a form of writing, where reading and writing music or "reading" visual images is just as important as reading a book.

Fourth, media literacy is characterized by the principle of inquiry. The core concepts of media literacy help frame questions that can go deeper and deeper.

Slide 24

Media literacy core concepts apply to both deconstruction, or analysis and consumption of media messages, as well as construction, or production of media messages. These concepts are best understood through keywords that identify the universal characteristics of all media (as identified by the Center for Media Literacy):

• Authorship / Constructedness. All media are created by an individual or group: there is an author involved who has made decisions about the media construction at hand.

• Format. Media are comprised of various formats using techniques (rhetorical techniques, visual techniques, aural or musical techniques) that are used to attract attention and to reach the user (whether it's through radio or the internet).

• Audience. Media are constructed for audiences, to communicate, and audiences understand messages differently.

• Content. Media offers up content in many forms, framed in many ways, portraying or omitting various lifestyles, values and points of view.

• Purpose. All media are created for purpose, with profit and/or power (meaning influence) as primary purposes.

Slide 25

In an age where information is overflowing, being able to tell what information is credible and what is not is an essential skill. Though being media literate implies having a broader skill set than simply evaluating a media product, evaluating a media product always involves the skills of media literacy.

Some foundational skills that students should acquire include:

• Distinguishing fact from opinion.

• Engaging in a sound process of inquiry. Students learn to ask questions based on the core concepts as a starting point for inquiry; then, questions can be expanded to the degree desired to provide deeper insights. As students share what they

experience as they engage with a media text, they learn from each other and gain richer insights.

• Knowing that content information – the who, what, where, how and why being addressed within a media text – is different from the context in which the media text was created – the author, the format, the audience, the purpose.

• Practicing so that students have a quick and ready process that works for all media on a lifelong basis.

Slide 26

The skills of media literacy are foundational. Learning to question and to seek credible information is at the heart of decision-making and taking action. Actions inevitably lead to outcomes, and outcomes call for evaluation of results. Did the solution work? Why or why not? What can be done? Should something be done? Learning is a spiral that feeds upon itself, and with proper assessment, the bars can be set higher as more learning occurs. With timely information, analysis, actions and assessments, it is possible to establish a learning system that becomes richer and more meaningful for the entire learning community. This process also provides the foundation for citizenship and community engagement. And technology is enabling this learning loop every day, helping make faster, better and cheaper services and products available world-wide.

Slide 27

Today, every citizen has global reach: 91% of American carry a cellphone, with more than 285 million Americans who are mobile subscribers (which is 15 million more than one year prior). (Lilly, 2010). But whether an individual is interacting face to face or digitally, locally or globally, citizenship skills still apply. Being safe, secure, ethical, individually and socially responsible – these are all factors that enter into behavior online and offline. But new media has introduced issues which are new in dimension and scale, and that also force us to confront them. Children have always bullied each other, but today, that bullying is recorded and broadcast. There is a published record and the scale and repercussions can be greater because of the numbers of people who experience the bullying or contribute to it. These new dimensions promoted through the online world affect schools and all societal and governmental institutions. Just as students need fundamental media literacy skills, they need help in exploring these new possibilities and how to behave and interact in the digital world.

Slide 28

It takes time – and more importantly, practice – to apply new ideas and new ways of analyzing on an everyday basis. This fact argues for a separate class on digital citizenship and media literacy, in which students and teachers can focus on the necessary skills. These skills can then be carried over into all curricular subjects, because if such subjects are being taught in a way that recognizes the importance of process skills as well as content knowledge, these skills will automatically be called upon. But few teachers today are trained to teach in such a way, and so having a specific class to address media literacy and digital citizenship insures that someone within the school is taking responsibility for addressing these all-important subjects and skills. The danger – and it is an unacceptable danger in the global village – is that when everyone is responsible, no one tends to be responsible.

Slide 29

To learn how to be citizens, students must act as citizens. Students themselves welcome the opportunity to learn through community-based problem solving: 95% of students aged thirteen to nineteen said that real-world learning would improve their school, and they are supported in this notion by adults and teachers. In a system where 40-60% of students from all economic backgrounds are chronically disengaged from learning – and where 81% of dropouts from the system call for more "real-world" learning opportunities – it's a road worth following.

Slide 30

These five characteristics of community-based schools greatly complement the academic goals for schools as well as a whole-child philosophy by integrating children into their communities and giving them real-world experiences, rather than separating them from the outside world and confining them to theoretical problem-solving. Community-based schools offer the un-tethered learning that students seek, as well as more opportunities to contribute meaningfully to community life. With strong foundations in media literacy and digital citizenship, students are better prepared to engage actively in the offline and online worlds and to represent themselves effectively.

Slide 31

With the world at our fingertips at the click of a button, we need to approach the online world with sense and sensibility. Awareness of cultural values, traditions and laws are as important to our global neighbors as they are to our neighbors next door. Like media literacy, global awareness is a lens through which to see the world and such a lens is an integral part of education today.

Furthermore, technology has made collaboration and communication easy; there are many more opportunities for students to become acquainted with others from throughout the world, well beyond having pen pals!

Slide 32

In spite of grim and discouraging statistics and reports, the education system has been applying the principle of creative destruction and reinventing itself. There is no single answer or no magic formula for this process; it happens in bits and pieces through experiments across the country and indeed, the world. In many ways, the profound changes wrought by the internet are only just beginning. And as these changes evolve, the need for media literacy education moves closer and closer to the core of the classroom.